



Madley Primary School

‘Be the best you can be’



Reading at Madley Primary School

Curriculum Statement

Our Reading Curriculum

Our curriculum is driven by the belief that reading is an essential life skill and by a commitment to developing lifelong readers who have a love of reading.

We aim to provide all pupils with a wide range of engaging reading experiences using high-quality texts which will foster a lifelong love of books and reading. We aim to provide an environment that is ‘dripping with books’ where the pupils are surrounded by books which will inspire them. Reading skills will be built on year on year with the expectation that pupils will leave our school as confident, successful, and passionate readers.



CURRICULUM INTENT

What Reading looks like in our school:

- *A 'reading for pleasure' culture exists where pupils happily discuss books they have read and make recommendations to each other.
- *An environment 'dripping with books' where pupils are given the opportunity to sit down and enjoy a book in a comfort.
- *Whole-class guided reading/comprehension sessions where pupils are exposed to a range of different texts and can demonstrate their knowledge and understanding.
- *Adults model a love of books and reading by reading a range of age appropriate texts to the class each day.

Our philosophy:

- *It is essential that, by the end of their primary education, all pupils are able to read fluently, and with enjoyment and confidence. We provide any pupils who are falling behind with urgent, purposeful catchup sessions.
- *To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- *Pupils should be exposed to high-quality literature for them to enjoy, discuss and learn from.



The knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- *Read and understand simple words and sentences.
- *Use phonic knowledge to decode regular words and read them aloud accurately.
- *Read some common irregular words.
- *Demonstrate understanding when talking with others about what they have read.
- *Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.

By the end of Key Stage 1 pupils will:

- *Be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.



- *Reread books to build up their fluency and confidence in word reading.
- *Read common exception words appropriate for their year group.
- *Hear, share and discuss a wide range of high-quality poems, stories and non-fiction texts to develop a love of reading and broaden their vocabulary.

*Be able to retell some familiar stories that have been read to and discussed with them.

By the end of Key Stage 2 pupils will:

*Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books, increasing their familiarity with them.

*Identify and discuss themes and conventions in and across a wide range of reading material, making comparisons within and across books.

*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

*Prepare/learn poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



CURRICULUM IMPLEMENTATION

How it works:

*Whole-class reading sessions take place regularly from Year 2 upwards, focusing on building fluency and embedding comprehension skills with directly taught sessions focusing on - Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence (VIPERS).

*By the time pupils leave Year 6, they will have covered a wide genre of texts and styles, which will foster their love for reading.

*Purposeful links with other areas of the curriculum are made to provide pupils with the opportunity to apply their reading skills in other areas.



Adults will:

*Encourage a love of reading by giving it a high profile within school.

* Identify those pupils who need extra support in order to provide them with urgent, catch-up sessions.

*Carry out learning walks to maintain high-quality teaching of reading.

*Work with other schools and engage in professional development and moderation to ensure we continue to provide quality first teaching.

How we support:

*Work may be differentiated so that all pupils are able to meet the learning intention.

*Small group/1:1 adult support is given where required.

*Classrooms are rich in vocabulary.

*Teacher and self-assessment to quickly identify any pupil who requires additional support in specific areas. These pupils will then receive additional support or resources to use.

*Coloured-overlays and specific dyslexia-friendly books, are provided for those who need them.



How we challenge:

*Additional questions and reading material are provided to develop the learning within the lesson.

*Small group sessions are provided, where possible, with texts and questions pitched at a higher level.

How to ensure all pupils can access the curriculum:

*Pupils who have SEN or EAL needs are taught key vocabulary prior to/at the start of the theme/lesson.

*Seating pupils alongside good role models to support one another.

* By providing visual/practical prompts.

*More frequent repetition and revisiting to help embed knowledge and skills.

CURRICULUM IMPACT

What you might typically see:

*Pupils who are engaged and self-motivated.

*Discussions centred around books and literature.

*Pupils talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations.



*Pupils who are able to use a range of strategies for decoding words as they become more fluent readers, not solely relying on phonics.

*Pupils being rewarded for reading at home with our 40 reads reward system where children are awarded a book of their choice upon reaching the milestones of 40,80,120 and 160 reads each academic year.

*Pupils confidently and independently accessing books in inviting, well stocked, engaging reading areas in each classroom.

How we know how well our pupils are doing:

*Adults in school listen to every pupil read at least once a week in Key Stage One.

*Pupils complete an NTS Rising Stars Reading Assessment at the end of each term which gives them a reading age.

*Pupils' reading diaries are checked at least weekly by staff in order to foster positive communication links with home.

*Book scrutinies, pupil conversations and planning audits take place on a termly basis.

The impact of the teaching:

*Pupils make good progress.

*Pupils have developed a love of reading.

*Pupils can confidently read and discuss what they have read.

*Pupils of all abilities are able to succeed in reading.

*Pupils have a good knowledge of a range of authors and books.

*The % of pupils working at ARE (Age Related Expectation) within each year group will be at least in line with national averages.

*The % of pupils working at Greater Depth within each year group will be at least in line with national averages.

